FILVLOG: VLOGGING AS AN ALTERNATIVE MODE OF TEACHING FILIPINO LANGUAGE TO SELECTED SENIOR HIGH SCHOOLS IN SANTA ROSA CITY

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Abstract *- This study explores the use of "FilVlog," a vlogging-based teaching tool, as an alternative educational strategy for senior high school students in the City of Santa Rosa. Recognizing the prominence of social media among 21st-century learners, the research investigates whether vlogging can be an effective medium for teaching Filipino reading, text analysis, and research skills. The study involved Grade 11 students from Labas Senior High School and Sinalhan Integrated High School, using quantitative methods to assess student performance, motivation, and interest in learning through FilVlog.*

Results indicate that students responded positively to FilVlog as a teaching tool, rating it highly in both motivation (mean score of 4.66) and interest (mean score of 4.75). Analysis showed an increase in Mean Percentage Scores (MPS) from pre- to post-tests: Labas SHS improved from 62.77% to 76.03%, and Sinalhan IHS from 66.04% to 78.82%. These gains suggest a significant impact on learning outcomes, with students' performance improvements correlating with increased motivation and engagement. Overall, the study highlights FilVlog's potential as an effective, engaging instructional tool that enhances comprehension and positively influences student performance in Filipino language

Keywords: *Motivation, instructional tool, interest, performance, Vlogging*

INTRODUCTION

One of the programs of the Department of Education is to address the learning needs of students through various mode or methods. DepEd issued Order No. (DO) 21, S. 2019, known as the Policy Guidelines on the K to 12 Basic Education Program, which introduced the concept of "Flexible Learning." This is based on the United Nations Sustainable Development Goal 4, which focuses on quality education. This concept began to take shape through research. People are living in a fast-paced globalized society, which brings opportunities and some challenges to teachers and students. The education leadership continue to collaborate to provide a good educational system to achieve their shared goal of meeting global standards in the field of education. Over the years, countries in Asia have promoted extensive reforms in the education system to improve the economy.

The Educational Policy Research Series of 2014 by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) presented contemporary issues regarding education in the countries

belonging to the Association of Southeast Asian Nations (ASEAN). They agreed to implement educational reforms. Among all educational issues, they primarily focused on technological advancement and the impact of digital learning on education.

In response, many organizations have taken the lead in promoting educational reform in Asia. The Southeast Asian Ministers of Education Organization (SEAMEO) is one of them, focusing on regional strategies in education, science, and culture for Southeast Asian development. In a world dominated by technology, where students are called 21st-century learners, it is not surprising that today's students seek modern information through technical communication tools available around them.

Undeniably, technology has a significant impact on today's generation of students. Platforms like Facebook, Twitter, Instagram, TikTok, and especially YouTube, where "vlogging" has become popular, play a role. Vlogging involves sharing opinions or ideas and recording oneself on topics to be posted on a YouTube channel. A vlog is a video component that anyone can create and upload to YouTube. According to a study by Arsyad et al. (2021), vlogging has become common and popular among millennial youth, with data showing a 4.0 industrial revolution impact. Vlogging has also become popular in teaching and learning, according to research by Umami et al. (2017). In line with the goal of continuing education even at home, the "Sulong Edukalidad" program serves as the banner for the dreams of every Filipino child.

It is a significant challenge for teachers to embrace the shift from traditional teacher-centered to student-centered learning styles, focusing not only on how to teach but also on how to guide students to learn independently, even outside the classroom, with knowledge they can use in their lives. Teachers are encouraged to accept these challenges to develop appropriate teaching materials and activities that address their needs. The use of the World Wide Web has been recognized for fostering active exchange of ideas and learning interactions between teachers and students. Undeniably, technology has a significant impact on today's generation of students. Studies show that even in English subjects, vlogging is used for teaching, as noted in research by Susanti (2019). Since many young people enjoy watching vlogs on YouTube, teachers can use this as a strategy to add a new dimension or method in teaching students.

OBJECTIVES OF THE STUDY

1. To determine the effectiveness of FilVlog in learning according to the students based on motivation and interest.

2. To determine the factors affecting students' comprehension based on discussion and assessment.

3. To determine the test results of the students before and after using FilVlog.

4. To identify if there is significant difference between the test results before and after using FilVlog.

5. To identify

METHODOLOGY

This study used a quasi-experimental design aimed at showing the difference between pre- assessment and post-assessment results. This design aligns with the needs of the study, as its primary objective is to determine whether FilVlog can be effectively used as an alternative teaching mode in selected Senior High Schools within the Division of Santa Rosa City. The study seeks to identify if there is a difference in students' performance levels in Filipino based on the results of the pre-assessment and post-assessment after using FilVlog.

The study location was selected from two Senior High Schools within the Division of Santa Rosa City. The researcher chose Sinalhan Integrated High School because it has a large student population, while Labas Senior High School was selected for its smaller student population.

The researchers used probability sampling in this study. The respondents were selected from two (2) senior high schools, one with a large population and the other with a smaller population. The researchers believes that these two schools can meet the objectives of this study. A total of ninety- five (95) students, both male and female, participated as respondents. The respondents included Grade 11 students from Sinalhan Integrated High School, with forty-eight (48) students from ABM-Humility, and forty-seven (47) students from ABM-Villar at Labas Senior High School. They were tasked with assessing the effectiveness of FilVlog based on student learning in terms of motivation, interest, discussion, and assessment.

The researcher used a questionnaire in hard copy format for the students, believing it to be an effective tool for gathering information. According to McLeod (2018), a questionnaire is a research instrument consisting of questions designed to collect information from respondents.

The researcher also prepared request letters for the Division Supervisor and Principals of the selected schools to obtain permission

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for distributing questionnaires to the students' parents. Additionally, request letters were prepared for the validators of the questionnaire and the FilVlog teaching tool, who possess adequate knowledge in the technological, pedagogical, and content aspects of Filipino lessons. In line with the TPACK model—Technological (T), Pedagogical (P), and Content Knowledge (CK)—this design is essential for ensuring effective learning for the students using the instrument.

To measure the students' performance in FilVlog, pre-assessment and post-assessment evaluations were used to gather sufficient data. A table of specifications was prepared as the basis for creating the test for students. The test questions were also based on the Least Mastered Skills of students to ensure that competencies in which students struggle are adequately taught. The questions were carefully constructed to achieve the researcher's objectives for the students involved in the study.

RESULTS AND DISCUSSION

Table 1
Effectiveness of FilVlog in Learning According to Students

Statements	WM	SD	Interpretation
1. Students Recognize the differences among the four macro skills through motivation	4.72	0.45	Excellent
2. The various definitions of the four macro skills are expressed through motivation.	4.63	0.51	Excellent
3. Students were engaged by the motivation presented in the video.	4.65	0.54	Excellent
4. Students participate in the motivational activities provided.	4.61	0.51	Excellent
5. Students were able to share during the motivation provided by the teacher.	4.66.	0.50	Excellent
6.The teacher is able to provide feedback through motivation.	4.67	0.47	Excellent
7. The motivation is aligned with the learning objectives.	4.57.	0.61	Excellent
8. Application based on the four macro skills is achieved through the given motivation.	4.61	0.53	Excellent
9.Students are able to share their experiences related to the provided motivation.	4.65	0.52	Excellent
10. Their prior knowledge about. the topic increased through the motivation given to the students.	4.77	0.45	Excellent
Over-all mean	4.66		Interpretation: Excellent

Table 1.1 presents the effectiveness of FilVlog in learning according to students, based on motivation. Based on the results shown in Table 1.1, FilVlog is most effective in enhancing students' learning due to the motivation it provides in studying Filipino, with an overall mean of 4.66. This level of motivation is based on the following statements: "They are able to share their experiences regarding the motivation provided," WM = 4.77, SD = 0.45 "Students are able to recognize the differences among

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the four macro skills through motivation," WM = 4.72, SD = 0.45"The teacher is able to provide feedback through motivation," WM = 4.67, SD = 0.47, and the students were able to share based on the motivation provided by the teacher," WM = 4.66, SD = 0.50.

The table shows that FilVlog is most effective in enhancing students' learning in Filipino because it enables students to share their experiences, understand the differences among the four macro skills through motivation, receive feedback from their teachers, and share their insights due to the motivation given by the teacher. These statements demonstrate the impact of FilVlog on the students' motivation and learning. They are encouraged to participate voluntarily in class discussions, and their teachers can provide feedback because of the motivation brought about by watching FilVlog.

Table 1.2

Effectiveness of FilVlog in Learning, According to Students, Based on Interest

As displayed in Table 1.2, it shows the effectiveness of FilVlog in learning according to students based on interest.The effectiveness of FilVlog in learning, as perceived by students based on interest, is

presented in Table 1.2. FilVlog provides the highest level of effectiveness in terms of the interest experienced by students through watching FilVlog, with an overall mean of 4.75. Because of FilVlog, students develop appropriate interest in the topic, WM = 4.81, SD = 0.39. This interest serves as a guide in the lesson to help them understand the topic, WM = 4.73, SD = 0.45.

Statements	WM	SD	Interpretation
1. Students develop proper interest in the	4.81	0.39	Excellent
2. Interest is effectively used in discussing the topic.	4.70	0.49	Excellent
3. Interest helps students have a better discussion.	4.71.	0.50	Excellent
4. Macro skills are enhanced due to their interest in the lesson.	4.60	0.49	Excellent
5. Interest in the lesson serves as a guide to understanding the topic.			
6. The topic is discussed more clearly with the proper interest.	4.72	0.50	Excellent
7. There is a proper flow and sequence in the lesson because of the interest.	4.66	0.54	Excellent
8. The learning objectives are achieved because of the students' interest.	4.65	0.54	Excellent
9. Lessons are better prepared when students' interest is considered.	4.65	0.54	Excellent
10.The topic becomes meaningful because students are eager to listen.	4.71	0.46.	Excellent
Over-all Mean.	4.75		Interpretation: Excellent

Table 1.2 shows the effectiveness of FilVlog in learning according to students based on

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interest. The effectiveness of FilVlog in learning based on students' interest can be seen in Table 1.2. FilVlog was rated at the Highest level of effectiveness in terms of the interest experienced by the students due to watching FilVlog, with an overall mean of 4.75. Because of FilVlog, students developed the right level of interest in the topic (WM = 4.81, SD = 0.39). This interest serves as a guide in the lesson to help them better understand the topic (WM = 4.73, SD = 0.45).

Section 2. Factors Affecting Comprehension According to the Students

Table 2.1 presents the factors affecting students' comprehension based on the discussion, with an overall mean of 4.74, indicating that discussion is the most influential factor in enhancing students' understanding. This level of influence is evident in the following: students recognize the differences among the four macro skills (WM = 4.82, SD = 0.39), are able to give feedback related to what they heard (WM = 4.82, SD = 0.39), and benefit from teachers answering their questions about the topic (WM = 4.77, SD = 0.47). Additionally, their prior knowledge is enhanced (WM = 4.76, SD = 0.48), various examples are provided to help them better understand the four macro skills (WM = 4.76, SD = 0.48), and

they are able to express different definitions of the four macro skills—listening, speaking, reading, and writing (WM = 4.74, SD = 0.44). These responses collectively highlight how discussion serves as a key factor in improving students' comprehension.

Table 2.1. Factors Affecting Comprehension According to the Students Based on the Discussion

Statements	WM	SD	Interpretation
1. Students develop proper interest in the	4.81	0.39	Excellent
2. Interest is effectively used in discussing the topic.	4.70	0.49	Excellent
3. Interest helps students			
6. The topic is discussed more clearly with the proper interest.	4.72	0.50	Excellent
7. There is a proper flow and sequence in the lesson because of the interest.	4.66	0.54	Excellent
8. The learning objectives are achieved because of the students' interest.	4.65	0.54	Excellent
9. Lessons are better prepared when students' interest is considered.	4.65	0.54	Excellent
10.The topic becomes meaningful because students are eager to listen.	4.71	0.46.	Excellent
Over-all Mean.	4.75		Interpretation: Excellent

Table 2.2.

Factors Affecting Comprehension According to the Students Based on Assessment

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The factor that is most influential in students' comprehension is assessment. This result is based on the table. This level of influence is reflected in the following statements: "Able to summarize knowledge in assessments related to the topic" (WM = 4.80, SD = 0.40), "Able to construct their own sentences based on the topic" (WM = 4.80, SD = 0.43), "Able to identify the main idea based on the lesson" (WM = 4.79, SD = 0.44), "Able to identify different types of texts" (WM = 4.76, SD = 0.48), and "Able to analyze different types of texts" (WM = 4.73, SD = 0.49).

This shows that assessment is the most influential factor in comprehension when students can summarize knowledge in assessments related to the topic, construct their own sentences based on the topic, identify the main idea from the lesson, determine the types of texts, and analyze various kinds of text.

Section 3. Results of Students' Tests Before and After Using FilVlog

**Section 3.
Results of Students' Tests Before and After Using FilVlog**

Iskor	LABAS SHS		SINALHAN IHS		Iskor	LABAS SHS		SINALHAN IHS	
	PRE-TEST		PRE-TEST						
	f	*%*	*f*	*%*		*f*	*%*	*f*	*%*
10-11	2	4.26	1	2.08	15-16	1	2.13	3	6.25
12-13	2	4.26	4	8.33	17-18	3	6.38	1	2.08
14-15	3	6.38	10	20.83	19-20	3	6.38	1	6.25
16-17	10	21.28	8	16.67	21-22	13	27.66	4	8.33
18-19	9	19.15	10	20.83	23-24	14	29.79	15	31.25
20-21	9	19.15	8	16.67	25-26	10	21.28	14	29.17
22-23	8	17.02	5	10.42	27-28	2	4.26	8	16.67
24-25	3	6.38	2	4.17	29-30	1	2.13	0	0.00
26-27	1	2.13	0	0.00					
Total	47	100.00	48	100.00		47	100.00	48	100.00
Mean	18.83		19.81			22.81		23.64	
Sd	3.58		3.29			2.68		3.21	
MPS	62.77%		66.04%			76.03%		78.82 %	

Assessment Results

Before and After Using FilVlog

Based on the results of the assessment before and after the use of FilVlog, the average scores in the pre-test and post-test of students from Labas SHS were 18.83 and

Statements	WM	SD	Interpretation
1. ble to summarize knowledge in assessments related to the topic.	4.75	0.44	Most Influential
2. ble to explain personal ideas regarding the assessment.	4.80	0.41	Most Influential
3. ble to identify different types of texts.	4.85	0.37	Most Influential
4. Able to summarize or synthesize the lesson.	4.70	0.47	Most Influential
5. Able to create their own composition using the text.	4.80	0.41	Most Influential
6. Able to identify the main idea based on the lesson.	4.85	0.37	Most Influential
7. Able to analyze different types of texts.	4.80	0.41	Most Influential
8.Able to express emotions or feelings through creative expression.	4.85	0.37	Most Influential
9. Able to demonstrate proficiency in presenting ideas.	4.85	0.37	Most Influential
10. Skills related to the topic are honed.	4.70	0.47	Most Influential
Over-all Mean.	4.80		Interpretation: Most Influential

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22.81, respectively. Meanwhile, the average scores of students from Sinalhan IHS in the pre-test and post-test were 19.81 and 23.64, respectively. It can be observed that the average scores of students from both schools were higher in the post-test. The Mean Percentage Score (MPS) in the post-test for both Labas SHS and Sinalhan IHS was also higher compared to their respective MPS in the pre-test.

Based on the post-test MPS, students from both Labas SHS and Sinalhan IHS obtained more than 75% correct answers, while in the pre-test, they achieved more than 62% correct answers.

Meanwhile, nearly 69% of students from Sinalhan IHS scored 15 or higher in the pre-test, while about 85% of students from Labas SHS achieved the same score range. After using FilVlog in teaching Filipino, 100% or all students from both Labas SHS and Sinalhan IHS who took the post-test scored 15 or higher.

This clearly shows that, based on the collected assessment results, the use of FilVlog helped the students of Labas SHS and Sinalhan IHS to better understand the lesson and achieve a higher percentage of correct answers in the post-test.

Section 4

Difference Between the Results of the Test Before and After Using FilVlog

Table 4: Difference Between the Results of the Test Before and After Using FilVlog

According to the findings of a study carried out by Radwan et al. (2021), the vast majority of students suffered from moderate to severe levels of depression due to the pandemic. This was particularly evident in the students' academic performance. Furthermore, Lopes & Nihei (2021) went into further detail about the detrimental effects that depressive symptoms may have on an individual, which include but are not limited to the following: decreased life satisfaction, decreased psychological well-being, and decreased physical well-being. Disengagement, denial, self-blame, self-distraction, and drug abuse are all examples of maladaptive coping strategies.

Performance		Mean difference	Student's t	Wilcoxon W	p-value	Decision on HO	Interpretation
Sinalhan IHS Post-test	Sinalhan IHS Post-test	3.83	6.95		<.00001	Reject	Significant
Labas SHS Post-test	Labas SHS Post-test	4.0		1128	<.00001	Reject	Significant

Note. P- value < 0.05 is significant

Based on the results shown in Table 4, there is a significant difference in the

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performance of Sinalhan IHS between the pre-test and post-test, with Student's t = 6.95, Mean Difference = 3.83, and p-value < .00001. Similarly, there is a significant difference in the performance of Labas SHS between the pre-test and post-test, with Wilcoxon W = 1128, Mean Difference = 4.0, and p-value < .00001. The average score of the students from Sinalhan IHS in the post-test is higher than their average score in the pre-test, as reflected by the Mean Difference of 3.83. Likewise, the performance of the students from Labas SHS in the same assessment shows a similar trend to that of the Sinalhan IHS students. The average score of the Labas SHS students in the post-test is also higher than their average score in the pre-test. Specifically, their average score in the post-test is higher by 4.0 points compared to their pre-test average score.

Note. p – value< 0.05 is significant. The strength of r is interpreted as follows. [0, .2) – very weak; [0.2,0.4) – weak; [0.4,0.6) – moderate; [0.6,0.8) – strong; [,0.8,1) – very strong

Test Results	Effectiveness of FilVlog in Learning	Pearson's r	p-value	Decision on Ho	Interpretation
	Motivation	0.228	0.026	Reject	Significant
Performance	Interest	0.9041	<.00001	Reject	Significant

The table shows the relationship between the students' performance and their level of motivation and interest in learning using FilVlog. The results reveal a significant correlation between the students' performance and their level of motivation and interest in learning.

Using FilVlog, there is a significant relationship between the students' performance in the test and their level of motivation, Pearson's r = 0.228, p-value = 0.026, and interest, Pearson's r = 0.9041, p-value < .0000, in learning through FilVlog. This shows that the positive change in the students' performance level in Filipino is related to the positive change in the level of motivation and interest. The correlation between motivation and performance is weak, while the correlation between interest and performance is very strong.

CONCLUSION AND RECOMMENDATION
Based on the results of the data, the following conclusions were drawn:

a. 1.The effectiveness of FilVlog in learning, as perceived by the students, was positive and acceptable in terms of motivation and interest. Both motivation and interest were rated at the highest level of interpretation. It appears that FilVlog

fosters the proper level of interest and motivation among students regarding the subject matter.

2. The factors affecting comprehension, as identified by the students based on discussion and assessment, were interpreted as "most effective."

3. The final assessment results of students from Sinalhan IHS and Labas SHS were higher compared to their initial assessments. Therefore, the use of FilVlog as a learning tool proved effective for them.

4. There is a significant difference between the results of the pre-test and post-test after using FilVlog.

5. There is a significant relationship between student performance and the level of motivation and interest in learning using FilVlog, based on the assessment results.

6. A development plan for FilVlog can be created to ensure it continues to meet the evolving learning needs of students.

Recommendations:

Based on the summary mentioned above of findings and conclusions, the following recommendations are being offered:

1. Continue using FilVlog to foster interest and proper behavior among students towards learning.

2. Ensure that lessons are presented in an engaging way so that students can understand the subject matter. This can be achieved by using teaching tools like FilVlog. Through this, the discussions come to life, making it easier for students to understand the lesson and achieve high marks in assessments.

3. It is advisable to conduct pre-assessments and post-assessments for any new lesson to ensure that students are learning.

4. Continue creating teaching tools such as FilVlog, as students understand the lessons better when teachers are creative. This also strengthens the meaningful connection between pre-assessments and post-assessments.

5. Student performance, as well as their level of motivation and interest towards learning, increases when teachers are creative in producing teaching materials such as FilVlogs.

6. For future researchers, it is recommended to further review and refine the study on FilVlog as an alternative mode of teaching.

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